

PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT
Outreach Teacher Job Profile

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of Perth and Kinross Council and the recognised trade unions that this agreement is a binding local agreement effective from 25 April 2022 .

This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

Sheena Devlin, Executive Director (Education and Children’s Services), on behalf of Perth and Kinross Council:



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Carolyn Weston, Perth and Kinross EIS Local Secretary on behalf of the Teachers’ Trade Unions



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Perth & Kinross Council

Job Profile

Job Title	Outreach Teacher
Service	Education & Children's Services
Grade	Main Grade Teacher
Location	Peripatetic
Reports to	Principal Teacher

Job Purpose

The Outreach Teacher post will provide support within primary schools on a peripatetic basis, to enhance learning for children in mainstream class settings, who have Communication, Social, Emotional or Behavioural needs, Autism or who have experienced trauma. The role covers the five areas of consultation, planning learning and teaching, identification and assessment, partnership working and supporting professional learning. The post holder will work alongside school staff and other partner agencies. The range of needs will include the requirement for specific evidence-based approaches that support teaching and learning. The role will involve planned and time limited interventions.

The planned and time limited interventions will be agreed at the start of the piece of work and can be adjusted in response to review of needs. They will involve at least one of the following:

- Advice and consultation around the meeting of needs
- Contribution to identification, assessment and planning, in partnership with families and partners
- Small group and one to one teaching, sometimes in collaboration with class teachers and other support staff
- Class teaching as appropriate to the peripatetic Outreach Teacher role, i.e. Providing knowledge and skills to help manage whole class approaches that improve learning outcomes or classroom management
- Use of intervention materials to meet agreed targets
- Build capacity to support children with additional needs through contributing and supporting colleagues in professional development activities.

Main Accountabilities

Building Capacity

- Work in partnership with class teachers, support staff and other professionals to deliver effective learning strategies
- Work in partnership with classroom staff to build knowledge and skills that support the development of good relationships in a structured and nurturing environment
- Maintain and develop knowledge and skills on relevant aspects of additional support needs and contribute to the professional development of colleagues.
- Undertake appropriate and agreed continuing professional development

Providing Additional and Intensive Support

- Contribute to the identification and assessment of barriers to learning for children referred for support.
- Consult with class teachers to plan and deliver and support activities, interventions or resources, to meet identified and assessed needs.
- Provide flexible responses and advice as part of a Staged Intervention approach to support and maintain inclusion within a child's school.
- Supporting identified individual and groups of children to develop skills that promote readiness to learn and good social and emotional wellbeing
- Provide opportunities for social learning through co-operation and play
- Develop skills in using appropriate assessment tools to monitor the effectiveness of approaches

Working in partnership

- Work collaboratively to ensure a holistic approach to individual children's learning needs
- Work with parents / carers of identified children to build capacity to provide effective support for the child

Job Specific Requirements

There is an expectation that shortlisted applicants will meet the requirements below.

Knowledge & Experience
<p>You must:-</p> <ul style="list-style-type: none">• Have a diploma / degree in Primary Education/ Secondary Education with experience in the Primary sector• Have or be eligible for, full GTC Scotland registration• Have experience of planning and using active learning, differentiated and child-centred approaches• Have had experience of working with children and young people with a range of additional support needs• Be able to demonstrate knowledge and experience of relevant current curriculum and assessment issues and developments• Be able to use ICT in relation to learning and teaching.• Be able to apply/develop a variety of teaching strategies, adapted to the needs and interests of pupils with additional support needs• Have knowledge and experience of the application of positive behaviour management strategies.

<ul style="list-style-type: none"> • Be able to provide feedback to pupils and their parents on issues related to making progress and realising potential. <p>Ideally you will:</p> <ul style="list-style-type: none"> • Have experience in writing Individualised Educational Programmes • Have undertaken CPD opportunities relevant to the post • Be CALM trained (de-escalation) or willing to undertake CALM (de-escalation) training • Be nurture trained • Have experience of supporting professional development activities of others, such as peer coaching or sharing expertise
Customer Care
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to demonstrate commitment to the policy and practice of Inclusion • Be able to establish and maintain links with other colleagues • Be able to develop and maintain appropriate and sensitive relationships with pupils and parents/ carers • Be able to demonstrate the ability to motivate children and young people and relate positively towards them.
Health & Safety
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to cope with the demands of the job and attend on a regular basis. • Have an awareness of Health and Safety issues as they affect you and others and comply with all relevant Health and Safety legislation.
Equality & Dignity at Work
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to treat pupils, colleagues, parents and the community in accordance with the Council's policies on equalities and dignity at work. • Promote and encourage the involvement of the children and young people in any decision making at all levels
Communications
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to communicate effectively both orally and in writing. • Be able to communicate and collaborate effectively with colleagues and other agencies • Be able to liaise effectively and sensitively with parents / carers
Flexibility
<p>Ideally you:-</p> <ul style="list-style-type: none"> • Have a willingness to build links with school communities and the wider community • Be able to use a solution focused approach to individual children's needs
Achievement of Results
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to track and analyse the progress of the individual educational programmes. • Contribute to child's assessment and planning
Quality
<p>You must:-</p> <ul style="list-style-type: none"> • Be willing to develop your skills/knowledge in additional support needs • Be able to apply a variety of teaching approaches adapted to the needs and interests of the pupils.

Team Working

Ideally you:-

- Will be able to demonstrate effective participation in a team situation, whether as member or leader, in a developmental situation.
- Will be able to work in partnership with a variety of agencies.

Decision Making & Problem Solving

You must:-

- Be able to work both under own initiative and as a member of a team

Any Additional Requirements

Ideally you:-

- Will have a commitment to continuing professional development
- Be willing and able to travel to meet the needs of the service.